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ABSTRACT

The Center for Vocational and Technical Education initiated the Occasional Paper Series to provide educators and other interested individuals with information dealing with critical issues and problems surrounding the education of human beings. The interest of the center in the entire career education concept stimulated it to include in this series recent views on career education of Dr. T. H. Bell, U. S. Commissioner of Education, and the newly derived career education policy of the United States Office of Education as explained by Dr. Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, Office of Education. Dr. Bell's paper cites examples of the unanticipated success of career education; expresses hopes that career education will be primarily a State and local matter; and points to the need for work to be done in the areas of improved quality, evaluation, and implementation, particularly at the high school level and among special groups. Dr. Hoyt's paper proposes career education as the response to criticisms of the present educational system, through the use of the concept of work. Basic concept assumptions are offered which will represent a philosophic base for career education, programmatic assumptions, suggestions for implementation, and specific learner outcomes which will involve basic educational policy changes. (Author/AJ)

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CAREER EDUCATION: THE USOE PERSPECTIVE

by Terrel H. Bell and Kenneth B. Hoyt

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE CENTER MISSION STATEMENT

The Center for Vocational Education intends to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

TABLE OF CONTENTS

Preface v

Career Education in 1974: A View from the Commissioner's Desk 1

An Introduction to Career Education: A USOE Policy Paper 5

An Introduction to Career Education 7

PREFACE

The Center initiated the Occasional Paper Series to provide educators and other interested individuals with information dealing with critical issues and problems surrounding the education of human beings. The interest of The Center in the entire career education concept stimulated it to include in this series recent views on career education of Dr. T. H. Bell, U.S. Commissioner of Education, and the newly derived career education policy of the United States Office of Education as explained by Dr. Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, U.S. Office of Education. These views and policy reflect the extensive support and insight regarding career education possessed by the U.S. Commissioner and his staff. This Center and The Ohio State University feel that Commissioner Bell and his associates in the U.S. Office of Education have provided the kind of time and pertinent information in this paper and policy statement which will stimulate the improvement of education programs at all levels. The Commissioner's paper and the recent U. S. Office of Education policy on career education were presented at the First National Conference for State Coordinators of Career Education, October 31 - November 4, 1974, at The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

Commissioner Bell is a native of the state of Idaho. He holds a bachelor of arts degree from Southern Idaho College of Education, a master of science degree from the University of Idaho, and a doctorate in educational administration from the University of Utah. Just prior to assuming his responsibilities as U.S. Commissioner of Education, Dr. Bell served as superintendent of the 63,000 student Granite School District in Salt Lake City, Utah. During 1970 and 1971, he served as U.S. Deputy Commissioner of Education in charge of regional offices, acting commissioner of education, and deputy commissioner for school systems. From 1963 to 1970, Commissioner Bell was the Utah State Superintendent of Public Instruction and executive officer of the State Board of Vocational Education.

Commissioner Bell served as a member of the Council for the National Institute of Education (1972-73) and the Advisory Council for the School-Based Career Education Model, The Center for Vocational Education (1971-72).

Dr. Bell began his career in education in 1946 as a science teacher and athletic coach at Eden Rural High School in Eden, Idaho. From 1947 to 1954, he served as superintendent of the Rockland Valley (Idaho) School District. In 1955 he became superintendent of schools in the Star Valley School District, Afton, Wyoming, and held this position for the next three years. From 1957 to 1962, he was superintendent of schools in the Weber County School District, Ogden, Utah. He was chairman of the Department of Educational Administration and professor of educational administration at Utah State University from 1962 to 1963.

Dr. Bell holds an honorary Doctorate of Humanities degree from Southern Utah State College. His other honors and awards include: Certificate of Appreciation from the U.S. Office of Education

in 1971; Secretary's Special Citation from the U.S. Department of Health, Education, and Welfare in 1970; National Adult Education Outstanding Service Award in 1970; Distinguished Service to American Education Award from the Council of Chief State School Officers in 1970; Utah School Boards Association Distinguished Service Award in 1970, and the Weber County Board of Education designation of a new secondary school as T. H. Bell Junior High School in 1963.

Dr. Bell is a member of the honor society of Phi Kappa Phi, and is the author of five published books and numerous articles on educational subjects. Commissioner Bell has authored two recent books, Your Child's Intellect and School Management by Objectives.

Dr. Kenneth Hoyt is a native of the state of Iowa. He received the degrees of B.S. (1948) from the University of Maryland, M.S. (1950) from George Washington University, and Ph.D. (1954) from the University of Minnesota. Dr. Hoyt has served teacher and guidance roles in the public schools and a variety of professional roles in several universities. He joined the staff of the College of Education, University of Maryland, in 19[illegible] from which he is presently on leave of absence. In the spring of 1974, Dr. Hoyt was confirmed by the United States Senate as the associate commissioner, Office of Career Education, U.S. Office of Education.

Dr. Hoyt served as a member of the Policy and Planning Committee, Guidance Division, American Vocational Association (1969 - 1972); chairman, Commission on Guidance and Vocational Education, National Vocational Guidance Association (1970); member, Task Force on Career Education, American Vocational Association (1971); member, Joint Commission on Guidance and Vocational Education, American Vocational Association (1972); and chairman, National Guidance Conference, Guidance Division, American Vocational Association (1973).

He is the author of the following books in addition to numerous monographs, journal articles, and unpublished papers:

Manual for Institutional Self-study of the RSB-Form E Data
Minneapolis: National Computer Systems, 1973
(With G. Mangum, N. Pinson, D. Laramore, and E. Peterson)

Career Education and the Elementary School Teacher
(With G. Mangum, R. Evans, and E. Mackin)

Career Education, What It is and How to Do It

Career Education In the Middle/Junior High School

On behalf of The Center for Vocational Education and The Ohio State University, I take pleasure in introducing these two key documents on career education: "Career Education in 1974: A View from the Commissioner's Desk," and "An Introduction to Career Education: A USOE Policy Paper."

Robert E. Taylor
Director
The Center for
Vocational Education

CAREER EDUCATION IN 1974: A VIEW FROM THE COMMISSIONER'S DESK*

by
T. H. Bell
U.S. Commissioner of Education

I hope that our physical remoteness at this moment will not detract from the closeness I feel to the career education movement. I cannot be with you in person today because of a commitment I made earlier to another very important conference here in Washington. Because of the great personal interest I have in career education, however, I requested this second best way of being with you today.

A little over three years ago, when I served in OE the first time, I had the pleasure of preparing a major policy paper on career education. In that paper I suggested several ways to bring career education to life in schools across the Nation. Your successes in making career education come alive during the past three years have far exceeded what most of us in OE, at that time, thought possible. That is one reason I regret very much that I can't thank you face-to-face today.

A second reason I feel bad about my physical absence is that 48 of the 50 states and five of the six territories are represented at your meeting by key career education staff members from state departments of education. Today marks the first time in the brief history of career education that such truly national representation of career education leadership has ever been gathered in a single place.

The potential this meeting holds for a truly national dialogue between SEA and OE professionals in career education is very great indeed. The need for the kinds of professional discussions you will be carrying on is already great and is growing greater each day.

Current Status of Career Education

About a year ago former Commissioner John Ottina published a paper describing career education as "alive and well." Today, I think it more appropriate to describe career education as "going and growing." No small thanks are due Commissioner Ottina for the positive support he gave career education in a year when Federal appropriations for career education were non-existent. Now that congress is favorably considering our request for an appropriation, I hope I can stimulate and encourage still greater efforts, nationwide, on behalf of career education.

Many encouraging and positive signs surround career education. Among those that could be mentioned, the following seem particularly significant to me:

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* Prepared for the National Conference for State Coordinators of Career Education; The Center for Vocational Education, The Ohio State University, October 31, 1974.

1. For the first time in the history of career education, we have a Congressional mandate for career education. By enacting Section 406, Title IV, P.L. 93-380, the Congress has made career education a law of the land. It is no longer simply a project of the Executive Branch of the Government.

2. For the first time in the history of career education, the Congress is favorably considering the appropriation of funds earmarked for career education. No longer do we have to rely on funds that it is only legally "permissible" to use to support career education.

3. For the first time in the history of career education, there will be a National Advisory Council on Career Education. This Council, to be appointed soon, will bring a wealth of prestige and valuable advice to the career education movement. Moreover, the law specifically charges it to make legislative recommendations to the Congress based on its study of the need for and current status of career education.

4. For the first time in the history of career education, an active inter-agency team, representing DHEW and the Departments of Commerce and Labor, is studying and making recommendations regarding relationships between education and work. This joint effort cannot help but give still more emphasis to the career education movement.

I am further encouraged by a variety of other developments. The following are especially significant:

1. Career education continues to find its greatest strength and most dramatic growth at the local level. The Council of Chief State School Officers estimates that almost 5,000 of the 17,000 school districts in the United States will have active career education programs this fall. Those who, in the past, have contended that it takes 50 years for any good idea to become common practice in American education are being proved wrong by career education. This remarkable local support for career education is its most impressive credential. It speaks loud and clear both for the viability of the career education concept and for the need for career education.

2. The increasing strength and support for career education evident at the State level is extremely encouraging also. The Council of Chief State School Officers has passed a series of strong and positive resolutions on career education. Six State legislatures have enacted career education legislation, and others are now considering it. More than half of the State boards of education have adopted policy statements supporting career education. More than three fourths of our State departments of education have appointed at least one full-time professional in career education. Support for career education by SEAs has never been stronger. It continues to grow.

3. Non-governmental groups continue to support and lend strength to career education. I was tremendously pleased to see that the National Education Association, at its 1974 convention, passed a resolution supporting career education. The support being given by the National Youth Organizations is heartwarming and very much appreciated. The Chamber of Commerce of the U.S.A. is continuing its strong and positive support.

The National Advisory Council on Vocational Education put the title "Career Education" on its recently published 8th report. The tremendous support that document gives to career education has already been helpful and is sure to be even more helpful. The recent National Conference on Career Education, conducted by the National Urban Coalition, produced a series of helpful suggestions for effective delivery of career education to minority and low income persons. Even more examples could be given, but even these few illustrate the generally positive non-governmental attitude.

4. Finally, I am pleased to announce that the Office of Education has, in the past week, adopted its own position paper on career education. I deeply appreciate the significant help that both State department of education personnel and local career education coordinators gave us on what appears to be a consensus position.

I am particularly pleased that the paper contains a generic definition of career education. While it clearly speaks to relationships between education and work, it leaves States and local school systems free to develop their own specific career education definitions. The centrality of work—both paid and unpaid—in this definition seems to me essential in expressing a set of goals consistent with both the economic and the humanistic need for work in our society today. The paper emphasizes integration within education and collaboration by the formal education system with both the business-industry-labor-professional-government community and the home and family structure. This emphasis provides us with a solid basis for career education. It is a basis that points us toward a bright future.

Challenges

My general optimism and favorable attitudes toward career education have not prevented me from recognizing a number of challenges that we should all be trying to meet now. Those that seem particularly crucial to me include:

1. We must balance Federal funding for career education with State and local initiative in ways that will continue to make career education, like all good education, primarily a State and local matter. Let us be sure that career education never becomes a massive Federal effort that in effect bribes school systems to change. The original initiative for career education came from the grass roots. It is vital that this initiative not be lost.

2. We must communicate career education expertise in ways that will enhance and stimulate local initiative and creativity rather than stifle it. One of the most valuable lessons career education has taught us is that both teachers and students are smarter, more innovative, and more creative than traditional approaches to education have allowed them to be. A second valuable lesson has been the great interest and enthusiasm of the business-labor-industry-professional-government community in joining with schools and with the home and family structure in a truly collaborative effort to make education, as preparation for work, a major goal of all who teach and all who learn. Our communications must reflect both of these lessons.

3. We must make special efforts both to improve the quality of career education and to evaluate its effectiveness. Unless we do so, the great initial enthusiasm we have seen will quickly diminish. The promises of career education are attractive, but those promises need to be backed up by results.

4. We must expand the settings in which career education operates. While it has been remarkably well received at the K-8 level, we still have much to do to make career education a reality in most senior high schools. Career education should be evident on the campus of every community college and four-year college and university in the country. Our teacher education programs need to clearly reflect the career education emphasis and point of view. There is much to do before we can say we have met this challenge.

5. Finally, we must increase our efforts to provide meaningful and effective career education to special groups—including the physically and mentally handicapped, the gifted and talented, minorities, low income persons, and females. It is eminently appropriate to emphasize that career education is for all. However, it is a major challenge to convert this promise into an effective reality.

Concluding Remarks

If I didn't sincerely believe that career education can and will meet each of these challenges, I wouldn't have stated them in this explicit fashion. Career education is the most viable vehicle for needed educational reform for the entire system of American education that has come along in many, many years. It has been forged from local needs and been built with local expertise. It has a solid framework of research knowledge coupled with practical experience. Career education is a winner. It has my full and complete support.

Finally, I want to express my appreciation to you, the State coordinators of career education, for the important leadership role you are playing in converting career education from the conceptual to the operational stage. With your continuing efforts and the fine support you need and receive from your chief State school officers, career education's future is bright indeed.

AN INTRODUCTION TO CAREER EDUCATION: A USOE POLICY PAPER

This paper represents the Office of Education's first comprehensive conceptual statement on career education. Initially drafted in February 1974, draft copies have been reviewed by career education leaders at the national, state, and local levels. An extremely high degree of consensus was found when comments regarding the draft document were studied.

In September 1974, the Secretary of Health, Education, and Welfare approved, as HEW policy, a paper entitled Career Education: Toward A Third Environment. This paper describes the Office of Education's interpretation of the HEW policy on career education. The policy paper is also consistent with the provisions of Section 406 of the Education Amendments of 1974 which provides the first official congressional endorsement of career education.

The United States Office of Education is pleased to announce release of this OE policy paper. It is our hope that it will be helpful to state education agencies and to local school systems as they develop and expand their own concepts of career education.

Terrel H. Bell
U.S. Commissioner
of Education

AN INTRODUCTION TO CAREER EDUCATION

by
Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
U.S. Office of Education

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept place with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making

skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given and adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the eleven criticisms cited above centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of the criticisms. Such a common element must be one that can logically be expected to be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" is defined as:

"Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the societal survival need for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for engaging in education on the part of both educators and students. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total life style—including leisure time.

As such, it serves as a universally common answer that can be given to all who ask "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accommodates the productivity goals of society in ways that emphasize the humanizing goals of American education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions assigned the words "career" and "education." For purposes of seeking a generic definition for career education, these two words are defined as follows:

"Career" is the totality of work one does in his or her lifetime.

"Education" is defined as the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows:

"Career education" is the totality of experiences through which one leanrs about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons—the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females, students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: (a) want to work; (b) acquire the skills necessary for work in these times; and (c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be viewed as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these

assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable and none are yet sufficiently accepted so as to be regarded as educational truisms.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the programmatic assumptions listed below are intended to serve as examples of the truth as we presently know it to be. Each is stated, insofar as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less in demand.

5. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point being illustrated is that, in formulating action plans for career eduation, we are not, even at this point in time, forced to operate out of complete ignorance. While much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, does not have to wait for further research before it can begin to be answered. Further research is badly needed, but we need not and should not wait until such research is completed before undertaking the installation of career education programs.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles, on the part of some staff members, can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the Home and Family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

3. Help pupils acquire and utilize good work habits.

4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to A above, some teachers will be charged with:

1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

2. Helping students acquire job-seeking and job-getting skills.

3. Participating in the job-placement process.

4. Helping students acquire decision-making skills.

C. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless all of the tasks specified above are being carried out, the initial implementation of a comprehensive career education program cannot be said to have taken place. While bits and pieces of career education are obvious in many educatonal systems at the present time, very few can be said to have fully implemented these initial tasks. American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes for Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary, in emphasis, from one educational level to another. For purposes of forming a broad

basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce school leavers (at any age and at any level) who are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

4. Equipped with career decision-making skills, job hunting skills, and job getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to be applied to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in total, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how well-intentioned, cannot bring about educational reform so long

as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education are either new or untested. Yet, none has as yet become common practice in a majority of educational systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance prior to its initiation. In spite of the obvious difficulties and dangers involved the following basic educational policy changes are each championed by the career education movement:

1. Substantial increases in the quantity, quality and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and follow-up functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.

13. Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.

14. Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with current sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in current remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public post-secondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons—youth and adults—in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long-range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Concluding Remarks

As a response to a call for educational reform, career education has operated as a paper priority of American education for the last three years. During this period, it has demonstrated its acceptability, as a direction for change, to both educators and to the general public. Its widespread application to all of American education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the

total fabric of all American education. When this has been accomplished, the result should be abandonment of the term "Career Education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career Education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.